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ABSTRACT

This document with skill standards for the information processing cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These 49 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area (summary of work to be performed); skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialing approach. Introductory materials include the developmental process; assumptions for information processing standards; table of contents; and performance skill levels. Skill standards are divided into these areas: word processing; machine transcription; basic office operations; basic data processing; computer file manipulations; office procedures; document processing; database and spreadsheet operations; computer applications; office assistant duties; and perform information processing activities. Appendixes include a glossary; lists of committee and council members; and workplace skills. (YLB)

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ILLINOIS

OCCUPATIONAL SKILL STANDARDS

INFORMATION PROCESSING CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS
INFORMATION PROCESSING CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS

INFORMATION PROCESSING CLUSTER

Endorsed for Illinois
by the
Illinois Occupational Skill Standards and Credentialing Council

MESSAGE TO ILLINOIS CITIZENS

Dear Citizens of Illinois:

Preparing youth and adults for entry into the workforce and the ability of individuals to contribute to society throughout their lives are critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally by increasing the skills and productivity of the front-line workforce. The major purpose of skill standards and credentialing systems is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high demand occupations. This document represents the work of the Business and Administrative/Information Services Subcouncil and the associated standards development committee. Through this collaborative effort, skill standards products are being developed for a myriad of industries, occupational clusters and occupations. Upon completion of these products, there will be a period of feedback and comment from business, industry and labor representatives as well as educators.

Once finalized, these documents will serve as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage the review of these standards and request your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design as well as needs for inservice and technical assistance in their implementation are critical to our efforts to move forward and improve the documents. A feedback instrument is included with this document.

Questions concerning this document may be directed to:

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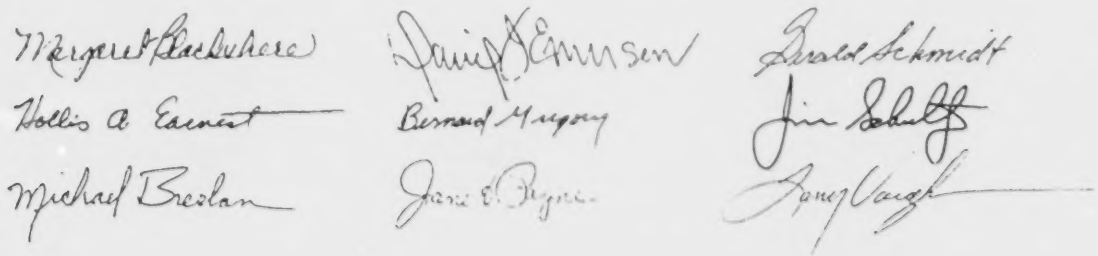
We look forward to your comments.

Sincerely,



THE ILLINOIS PERSPECTIVE

The Illinois Occupational Skill Standards and Coordinating Council (IOSSCC) endorces occupational skill standards and credentialing systems for occupations that (a) require basic workplace skills and technical training, (b) provide a large number of jobs with either moderate or high earnings, (c) provide career advancement opportunities to related occupations with moderate or high earnings. The nine-member Council was established by The Occupational Skill Standards Act (PA 87-1210). The council, representing business, industry and labor and working with the Illinois State Board of Education in partnership with the Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

Vision

It is the vision of the IOSSCC to develop a statewide system of industry-defined and recognized skill standards and credentials for all major skilled occupations providing strong employment and earnings opportunities in Illinois. Information related to occupational employment and earning opportunities is determined by the Illinois Occupational Information Coordinating Committee (IOICC) in cooperation with business and industry.

Subcouncils and Standards Development Committees

The Council developed industry subcouncils (representing all major industries in Illinois) to review, approve and promote occupational skill standards and credentialing systems. In cooperation with organizations such as The Illinois State Chamber of Commerce, the Illinois AFL-CIO, the Illinois Manufacturers' Association and others, the Council established the first five subcouncils in 1995—Agricultural and Natural Resources, Manufacturing, Health and Social Services, Hospitality and Business and Administrative/Information Services.

The remaining subcouncils include Applied Science and Engineering Services, Legal and Protective Services, Transportation and Distribution, Educational Services, Financial Services, Marketing and Retail Trade, Communications, Construction and Energy and Utilities

The Standards Development Committees, composed of business, labor and education representatives, are experts in the related occupational cluster and work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits for Employers, Educators, Students and Workers

Occupational skill standards and credentialing systems are being developed and promoted by the IOSSCC to improve Illinois' competitiveness. Such standards and credentialing systems provide a common language for employers, workers, students and education and training providers to communicate skill requirements and quality expectations for all major industry and occupational areas.

For Employers, skill standards will

- Improve employee recruitment and retention by more clearly identifying skill requirements.
- Encourage improved responsiveness and performance of education and training providers.
- Enlarge the pool of skilled workers.
- Focus attention on the importance of training investment.

For Education and Training Providers, skill standards will

- Provide information on all major industries and occupations.
- Contribute to program and curriculum development.
- Strengthen relationships between educators and training providers.
- Improve career planning.

For Students and Workers, skill standards will

- Foster better decision making concerning careers and the training necessary to acquire well-paying jobs.
- Allow more effective communication with employers about what they know and can do.
- Allow more effective work with employers in career development and skill upgrading.

IOSSCC Requirements for Occupational Skill Standards

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster which meets the criteria for IOSSCC endorsement;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois,
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Definitions and Endorsement Criteria

The definitions and endorsement criteria are designed to promote the integration of existing and future industry-recognized standards, as well as the integration of the Illinois academic and occupational skill standards. Because all skill standards must address the critical work functions and activities for an occupation or industry/occupational area, the Council further defined three major components.

- ***Conditions of Performance:*** The information, tools, equipment and other resources provided to a person for a work performance.
- ***Statement of Work:*** A description of the work to be performed by a person.
- ***Performance Criteria:*** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedural requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC also requires performance criteria to be further specified by detailed individual performance elements and assessment criteria.

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois academic standards which describe what students should know and be able to do as a result of their education. The Council is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the academic and occupational skill standards.

The Illinois Model

Illinois Occupational Skill Standards describe what people should know and be able to do and how well these skills and knowledge will be demonstrated in an occupational setting. They focus on the most critical work performances for an occupation or occupational area. As seen in the following model, Illinois Occupational Skill Standards contain at least these three areas:

- Performance Skill
- Skill Standard
- Performance Elements and Assessment Criteria

The following sections may also be included at the direction of the specific standards development committee:

- Performance Area
- Assessment and Credentialing Approach

Illinois Occupational Skill Standards also carry a coding at the top of each page identifying the state, fiscal year in which standards were endorsed, subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Information Processing, which has been developed by the Business and Administrative/Information Services, would carry the following coding: IL.96.BAI.IP.25

A model for Illinois Occupational Skill Standards showing the placement of the coding and providing a description of each area within a standard is contained on the following page.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL. FY. SUBCOUNCIL. CLUSTER. STANDARD NO.

Performance Area

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Includes all information, tools, equipment and other resources provided to the learner for performing the work.

WORK TO BE PERFORMED

Provides an overview of the performance with the major elements or steps being described under Performance Elements and Assessment Criteria.

PERFORMANCE CRITERIA

Includes product characteristics (e.g., accuracy levels, appearance) and/or process or procedure requirements (e.g., safety requirements). Time limits are specified whenever possible.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

Statement of the major elements, components or steps of the overall performance and the assessment criteria for determining successful performance. Includes all major tasks, the knowledge to be demonstrated and specific assessment criteria.

ASSESSMENT AND CREDENTIALING APPROACH

Optional statement of suggested assessment approaches for the performance which also refers to existing assessment and credentialing systems.

DEVELOPMENTAL PROCESS

After studying the current labor market information, the Business and Administrative/Information Services Subcouncil recommended the information processing cluster to be the first occupational area for which performance skill standards would be developed. This cluster meets the criteria established by the Council for performance skill standard development:

- education and training requirements
- employment opportunities
- earnings potential

In addition, the performance skill standards for information processing form a core of skills, some of which are found in other office, marketing and management clusters such as the following:

- Administrative Support
- Accounting
- Computer Operation and Programming
- Financial Services
- Business Ownership and Management
- Marketing
- Business Management

In addition, many of these skills may be found in other occupational areas such as Hospitality, Electronics, Graphic Arts, Communications, Agriculture, and Health Occupations.

The Business and Administrative/Information Services Subcouncil recommended developing the Information Processing Cluster Performance Skill Standards first and utilizing these skills in the development of other performance skill standards as recommended by the various standard development committees for other cluster areas.

In September 1995, the Business and Administrative/Information Services Subcouncil began performance skill standard development in the Information Processing Area. The occupations for which performance skill standards were developed are

- Level 1: Computer Information Processing Support Person
- Level 2: Computer Information Processing Generalist
- Level 3: Computer Information Processing Specialist

Typical responsibilities for each of the three occupational levels follow:

Level 1: Computer Information Processing Support Person

Operates computer equipment to prepare memos, letters, reports, forms or other correspondence from rough draft or corrected copy. May prepare memos, letters, reports, forms or other correspondence from voice recording. May perform basic office operations including processing incoming and outgoing telephone calls, processing incoming and outgoing mail, transmitting and receiving messages electronically, maintaining inventory, ordering equipment and supplies and locating and retrieving information from hard copy sources. May input, update and store data in existing databases and spreadsheets. May handle computer file manipulation such as creating data directories; copying, renaming, moving and deleting files; copying disks; and making backups of data directories. (Other possible job titles include Information Clerk, Correspondence Clerk, Word Processing Equipment Operator, Data Entry Keyer and Microcomputer Operator 1.)

Level 2: Computer Information Processing Generalist

May perform all duties listed under Level 1 plus handle office procedures including preparing and maintaining filing system, maintaining appointment calendar (hard copy and on computer), performing

routine maintenance on office equipment and preparing and processing time sheets (soft copy and hard copy). May do more advanced document processing including preparing files to merge, preparing mailing labels and envelopes from merge file, preparing outlines using the outline feature, scanning documents, locating and retrieving information from electronic sources and creating databases and spreadsheets. (Other possible job titles include Information Processor, Data Typist, Administrative Clerk and Microcomputer Operator 2.)

Level 3: Computer Information Processing Specialist

May perform all duties listed under Levels 1 and 2 plus more advanced computer applications including creating and updating documents using desktop publishing features of word processing or desktop publishing software; putting together slide shows, speakers' notes and handouts using presentation software; revising stored datebases; using queries; customizing reports; editing spreadsheets and utilizing the calculation function in spreadsheets; creating graphs and charts from spreadsheets and importing graphics, spreadsheets, text and data into word processing documents. May perform office assistant duties including preparing and answering routine correspondence, processing advanced incoming and outgoing telephone calls, determining the best mailing services and process outgoing mail, making domestic travel arrangements and preparing itineraries and categorizing expenses and preparing expense reports. (Other possible job titles include Microcomputer Support/Software Specialist and Microcomputer Operator 3.)

The Information Processing Standards Development Committee met three times between November 1995 and March 1996 and also utilized the mail and fax between each of these meetings to develop these performance skill standards.

A product developer knowledgeable with the information processing cluster began the process of performance skill identification. Given the range of skills within the three occupations, the initial charge for the product developer was to prepare an organizational framework that would address the major skills expected in the workplace.

A standards development committee composed of workers at all levels within the cluster was convened. The framework and initial outline of performance skills were presented to the standards development committee for review, adjustment and/or validation. During the initial meeting, the framework was accepted and the outline of skills finalized. Work then started on the development of the skill standards statements and the elements/assessment criteria in accordance with the direction established by the Illinois Occupational Skill Standards and Credentialing Council. The product developer submitted the draft performance skill standards to the Standards Development Committee for review and revision. The Standards Development Committee met once again to review the skill standards and make recommendations focused on consistency in terminology.

A complete set of skill standards was provided to the Business and Administrative/Information Services Subcouncil. The Subcouncil reviewed the materials in-depth. Comments submitted by members of the Subcouncil and those requested from outside reviewers have been integrated into the final product. A statement of assumptions accompanies this document to provide context for the standards document.

Industry Commitment for Development and Updating

The development of these performance skill standards is a result of the efforts of the subcouncil and the standards development committee. The development effort utilized the following steps:

- Performance skills were identified by the product developer.
- Resources were reviewed.
- Standards development committee of incumbent workers was convened.
- Performance skills were validated and approved by standards development committee.
- Draft performance skill standards were developed.
- Skill standards were reviewed by standards development committee.
- Skill standards were reviewed and approved by subcouncil
- Subcouncil adopted the skill standards.

ASSUMPTIONS FOR INFORMATION PROCESSING STANDARDS

Skill standards statements assume:

1. Workplace skills (employability skills) are expected of all learners. Socialization skills needed for work are related to the lifelong career experience and are not solely a part of the initial schooling process.
2. Specific policies and procedures of the worksite will be made known to the learner and will be followed.
3. Time elements outlined for the skill standards result from the experience and consideration of the panel of experts who made up the standards development committee.
4. Skills will progress from simple to complex. Once a skill has been successfully performed, it must be incorporated into more complex skills.
5. The selection of skill standards is not intended to embrace the entire skill base or body of current or future knowledge associated with the office occupations area.
6. Skill standards are developed to describe the skill only and do not detail the background knowledge or beginning skills related to demonstrate the particular skill. In the information processing cluster, these background knowledges and beginning skills would include keyboarding, formatting, document processing, machine transcription, proofreading techniques, business composition, computer applications, computer knowledge, computer terms, phone operations, mail handling, information processing concepts, mathematical applications, business English applications, spreadsheet use, database concepts, desktop publishing concepts, office procedures, basic word and data processing concepts, parts of a business letter and many other background knowledges and beginning skills needed to receive credentialing in these performance skill standards. This core of background knowledge and beginning skills forms a foundation for all clusters in the Business and Administrative/Information Services occupational areas.
7. Although the skill standard enumerates steps to successful demonstration, rote approaches to the outcomes are not prescribed.
8. Skills are identifiable, measurable standards of practice which students may use to demonstrate competency to employers. Students may develop portfolios of competencies to accompany them into a competitive workplace.
9. Skill standards are selected because they meet industry and employer needs and professional standards of practice.
10. Skill standards are designed to reflect international standards for good information processing practices.
11. Skill standards do not replace, supersede or substitute for procedure manuals.
12. Skill standards are performed under conditions consistent with safe laboratory practice.

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PERFORMANCE SKILL LEVELS

Computer Information Processing Support Person (Level 1) performs the skills listed below except those inside in the unshaded boxes and black boxes.
Computer Information Processing Generalist (Level 2) performs all the skills listed below except those in the black boxes.
Computer Information Processing Specialist (Level 3) performs all skills listed below.

Word Processing	Key, print and store formal and informal meeting minutes from legible longhand or edited rough draft.
	Key, print and store news releases from legible longhand or edited rough draft.
	Key, print and store agendas from legible longhand or edited rough draft.
	Key, print and store glossary files from legible longhand or edited rough draft.
	Key, print and store correspondence (letters and memos) from legible longhand or edited rough draft.
	Key, print and store business reports and manuscripts from legible longhand or edited rough draft.
	Open existing documents and revise, print and store new documents from the existing documents using "Save" or "Save As."
	Merge (from existing files) and print correspondence (form letters).
	Key, print and store mailing labels.
Machine Transcription	Key, print and store formal and informal meeting minutes from machine transcription.
	Key, print and store news releases from machine transcription.
	Key, print and store agendas from machine transcription.
	Key, print and store correspondence (letters and memos) from machine transcription.
	Key, print and store business reports and manuscripts from machine transcription.
Basic Office Operations	Process basic incoming and outgoing telephone calls.
	Process incoming and outgoing mail.
	Transmit and receive messages electronically.
	Order and maintain inventory of equipment and supplies.
	Locate and retrieve information from hard copy.
Basic Data Processing	Input, update and store data into records in an existing database.
	Open stored spreadsheet, input and update data into spreadsheet, store revised spreadsheet and print revised spreadsheet.

Computer File Manipulation	Create data directory and subdirectories/folders and place files in subdirectories/folders. Copy, rename, move and delete files. Copy a disk. Make backup disks/files of a data directory or subdirectory/folder and delete data from backup disks/files.
Office Procedures	Prepare and maintain a filing system. Maintain appointment calendar (hard copy and on computer). Perform routine maintenance on office equipment (change toner/ink jet cartridge/ribbon, clear paper jams, clean monitor, etc.). Prepare and process time sheets (soft copy and hard copy).
Document Processing	Key, print and store merge documents (form letters, mailing labels and envelopes). Key, print and store outlines (using outline feature) from legible longhand or edited rough draft. Scan documents onto a formatted storage medium and import into a word processing program. Locate and retrieve information from a variety of electronic sources. Prepare, place and send information on the Internet. Key, print and store transparency masters for presentation from legible longhand or edited rough draft using presentation software.
Database and Spreadsheet Operations	Plan and create database, input and update data into records, store database, print quick reports from database. Create spreadsheet, input data into spreadsheet, update data in spreadsheet and store spreadsheet.
Computer Applications	

Office Assistant Duties	Prepare, compose and answer routine correspondence Process incoming and outgoing telephone calls Delegate tasks to others, [illegible] and process incoming domestic mail Make domestic travel arrangements and prepare itinerary Categorize expenses and prepare expense reports
Perform Information Processing Activities	**Key, process, print and store text and data information using integrated software.** Create and use macros and styles to save time. **Troubleshoot basic computer malfunctions.**

KEY, PRINT AND STORE FORMAL AND INFORMAL MEETING MINUTES FROM LEGIBLE LONGHAND OR EDITED ROUGH DRAFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible copy to be keyed (five pages)
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing meeting minutes
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following two business documents:

Minutes (one page single-spaced) from a one-hour informal committee meeting
Minutes (four pages single-spaced) from a three-hour formal meeting

PERFORMANCE CRITERIA

One and one-half hours* will be given to complete the computer projects.

The two documents must be input in business report format and must be error free when printed.

Each document will be printed for evaluation.

** This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the documents. Save frequently if minutes are lengthy.
5. Run spell check.

6. Proofread minutes while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print minutes.
8. Proofread and edit hard copy of minutes using proofreader's symbols to indicate changes.
9. Input corrections to minutes (use insert, delete, move, copy and search and replace commands).
10. Store/Save documents.
11. Print minutes.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE NEWS RELEASES FROM LEGIBLE LONGHAND OR EDITED ROUGH DRAFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing news releases
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following business document:

Three-page double-spaced news release

PERFORMANCE CRITERIA

Forty-five minutes* will be given to complete the computer project.

The document must be input in news release format and must be error free when printed.

The document will be printed for evaluation.

** This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the document (save frequently if news release is lengthy).
5. Run spell check.
6. Proofread news release while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print news release.

8. Proofread and edit hard copy of news release using proofreader's symbols to indicate changes.
9. Input corrections to news release (use insert, delete, move, copy and search and replace commands).
10. Store/Save document.
11. Print news release.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE AGENDAS FROM LEGIBLE LONGHAND OR EDITED ROUGH DRAFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing agendas
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following two business documents:

One-page agenda
Four-page agenda

PERFORMANCE CRITERIA

One and one-half hours* will be given to complete the computer projects.

The two documents must be input in agenda format using appropriate software features (bold, underline, italics, centering, font sizes) and must be error free when printed.

Each document will be printed for evaluation.

** This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the documents. Save frequently if agendas are lengthy.
5. Run spell check.
6. Proofread each agenda while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print each agenda.

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8. Proofread and edit hard copy of each agenda using proofreader's symbols to indicate changes.
9. Input corrections to each agenda (use insert, delete, move, copy and search and replace commands).
10. Store/Save documents.
11. Print each agenda.
12. Repeat Steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE GLOSSARY* FILES FROM LEGIBLE LONGHAND OR EDITED ROUGH DRAFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing glossary files
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following documents:

Eight glossary* files
A document using some of the glossary files

PERFORMANCE CRITERIA

One hour** will be given to complete the computer projects.

The eight files must be input in correct format and must be error free when printed.

An error-free document will be created using some of the glossary files.

Each glossary file and the document created from some of the glossary files will be printed for evaluation.

**Glossary files are text or instructions that are frequently used.*

*** This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the glossary files. Save frequently if text is lengthy.
5. Run spell check.

6. Proofread glossary files while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print glossary files.
8. Proofread and edit hard copy of glossary files using proofreader's symbols to indicate changes.
9. Input corrections to glossary files (use insert, delete, move, copy and search and replace commands).
10. Store/Save glossary files.
11. Print glossary files.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Keyboard a document using some of the glossary files.
14. Proofread document while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
15. Print document.
16. Proofread and edit hard copy of document using proofreader's symbols to indicate changes.
17. Input corrections to document (use insert, delete, move, copy and search and replace commands).
18. Store/Save document.
19. Print document.
20. Repeat steps 16 - 19 until all errors have been found and corrected.
21. Remove diskette from disk drive. Label and file diskette (if applicable).
22. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE CORRESPONDENCE (LETTERS AND MEMOS) FROM LEGIBLE LONGHAND OR EDITED ROUGH DRAFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing memos and letters
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following business documents:

One-half-page memo
One-page letter (three paragraphs)
One and one-half-page letter with a header on page two

PERFORMANCE CRITERIA

One hour* will be given to complete the computer projects.

The three documents must be input in memo or business letter format and must be error free when printed.

Each document will be printed for evaluation.

** This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the documents. Save frequently if memo or letter is lengthy.
5. Run spell check.

6. Proofread correspondence while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print correspondence.
8. Proofread and edit hard copy of correspondence using proofreader's symbols to indicate changes.
9. Input corrections to correspondence (use insert, delete, move, copy and search and replace commands).
10. Store/Save documents.
11. Print correspondence.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed, however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE BUSINESS REPORTS AND MANUSCRIPTS FROM LEGIBLE LONGHAND OR EDITED ROUGH DRAFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing business reports and manuscripts
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following two business documents:

One-page report
1,500-word manuscript with side heading and page numbering

PERFORMANCE CRITERIA

One and one-half hours* will be given to complete the computer projects.

The two documents must be input in business report format and must be error free when printed.

Each document will be printed for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the report. Save frequently if report is lengthy.
5. Run spell check.
6. Proofread report while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print report.

8. Proofread and edit hard copy of report using proofreader's symbols to indicate changes.
9. Input corrections to report (use insert, delete, move, copy and search and replace commands).
10. Store/Save report.
11. Print report.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Repeat steps 2 - 12 for preparing the manuscript.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

OPEN EXISTING DOCUMENTS AND REVISE, PRINT AND STORE NEW DOCUMENTS FROM THE EXISTING DOCUMENTS USING "SAVE" OR "SAVE AS."

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Edited hard copy
Existing documents on disk
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing letters and business reports
Equipment/software manuals

WORK TO BE PERFORMED

Open documents, make minor revisions, print and store (using "save" or "save as") the following business documents:

One-page letter (use "save")
Two-page report (use "save as")

PERFORMANCE CRITERIA

Twenty minutes* will be given to complete the computer projects.

The documents must be revised in correct format utilizing cut, copy, paste, search and replace, etc., where appropriate and must be error free when printed. Documents will be stored with "save" or "save as," whichever is appropriate.

Each document will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review edited copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Retrieve the existing documents and keyboard the changes. Save frequently if documents are lengthy.

5. Run spell check.
6. Proofread documents while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print documents.
8. Proofread and edit hard copy of documents using proofreader's symbols to indicate changes.
9. Input corrections to documents (use insert, delete, move, copy and search and replace commands).
10. Store/Save documents using "save" or "save as," whichever is appropriate.
11. Print documents.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

MERGE (FROM EXISTING FILES) AND PRINT CORRESPONDENCE (FORM LETTERS).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Two files (on disk) to be merged
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that contains letter formats
Equipment/software manuals

WORK TO BE PERFORMED

Merge (from existing files) and print the following using the merge feature:

Twelve letters (one page, three paragraphs)

PERFORMANCE CRITERIA

Fifteen minutes* will be given to complete the computer projects.

Two files with merge codes must be merged and must be error free when printed.

The documents will be printed for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions from originator.
3. Merge the two files.
4. Print the letters.
5. Remove diskette from disk drive, and label and file diskette (if applicable).
6. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE MAILING LABELS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible list of names and addresses to be keyed
Labels
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that contains USPS (United States Postal Service) regulations for mailing labels
Equipment/software manuals

WORK TO BE PERFORMED

Key, print and store 20 mailing addresses. Print the same addresses on both of the following:

Sheet of two-column labels
Sheet of three-column labels

PERFORMANCE CRITERIA

Thirty minutes* will be given to complete the computer projects.

The mailing addresses must be input in correct format for labels and must be error free when printed.

Both sets of labels will be printed for evaluation.

** This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust labels.
2. Review draft copy of mailing addresses and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, pagination, style sheet, etc.).
4. Keyboard the mailing addresses. Save frequently.
5. Run spell check.
6. Proofread addresses while still on monitor and input corrections; proofread for correctness of content, format, punctuation and capitalization.

7. Print labels on plain paper.
8. Proofread and edit hard copy of labels using proofreader's symbols to indicate changes.
9. Input corrections to labels (use insert, delete, move, copy and search and replace commands).
10. Store/Save document.
11. Print two-column mailing labels.
12. Adjust (change font size, etc.) mailing addresses for three-column mailing labels.
13. Print three-column mailing labels.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE FORMAL AND INFORMAL MEETING MINUTES FROM MACHINE TRANSCRIPTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal instructions
Computer
Appropriate software
Printer
Transcribing equipment
Media to be transcribed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing meeting minutes
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following two business documents:

Minutes (one page single-spaced) from a one-hour informal committee meeting
Minutes (four pages single-spaced) from a three-hour formal meeting

PERFORMANCE CRITERIA

Two hours* will be given to complete the computer projects.

The two documents must be input in business report format and must be error free when printed.

Each document will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
   d. Turn on transcribing equipment; insert dictation media; put on earphone(s); adjust foot pedal and adjust volume, tone and speed controls.
2. Review dictation and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the documents. Save frequently if minutes are lengthy.

5. Run spell check.
6. Proofread minutes while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print minutes.
8. Proofread and edit hard copy of minutes using proofreader's symbols to indicate changes.
9. Input corrections to minutes (use insert, delete, move, copy and search and replace commands).
10. Store/Save documents.
11. Print minutes.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Turn off transcribing equipment, remove dictation media, note that material has been transcribed and file dictation media.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE NEWS RELEASES FROM MACHINE TRANSCRIPTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal instructions
Computer
Appropriate software
Printer
Transcribing equipment
Media to be transcribed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing news releases
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following business document:

Three-page, double-spaced news release

PERFORMANCE CRITERIA

Forty-five minutes* will be given to complete the computer project.

The document must be input in news release format and must be error free when printed.

The document will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
   d. Turn on transcribing equipment; insert dictation media; put on earphone(s); adjust foot pedal and adjust volume, tone and speed controls.
2. Review dictation to determine format, length of business document and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the document. Save frequently if news release is lengthy.
5. Run spell check.

6. Proofread news release while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print news release.
8. Proofread and edit hard copy of news release using proofreader's symbols to indicate changes.
9. Input corrections to news release (use insert, delete, move, copy and search and replace commands).
10. Store/Save document.
11. Print news release.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Turn off transcribing equipment, remove dictation media, note that material has been transcribed and file dictation media.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE AGENDAS FROM MACHINE TRANSCRIPTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal instructions
Computer
Appropriate software
Printer
Transcribing equipment
Media to be transcribed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing agendas
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following two business documents:

One-page agenda
Five-page agenda

PERFORMANCE CRITERIA

Two hours* will be given to complete the computer projects.

The two documents must be input in agenda report format and must be error free when printed.

Each document will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
   d. Turn on transcribing equipment; insert dictation media; put on earphone(s); adjust foot pedal and adjust volume, tone and speed controls.
2. Review dictation and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the documents. Save frequently if agenda is lengthy.
5. Run spell check.
6. Proofread each agenda while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.

7. Print each agenda.
8. Proofread and edit hard copy of each agenda using proofreader's symbols to indicate changes.
9. Input corrections to each agenda (use insert, delete, move, copy and search and replace commands).
10. Store/Save documents.
11. Print each agenda.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Turn off transcribing equipment, remove dictation media, note that material has been transcribed and file dictation media.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE CORRESPONDENCE (LETTERS AND MEMOS) FROM MACHINE TRANSCRIPTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal instructions
Computer
Appropriate software
Printer
Transcribing equipment
Media to be transcribed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing letters and memos
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following business documents:

One-half-page memo
One-page letter (three paragraphs)
One and a half-page letter with header on page two

PERFORMANCE CRITERIA

One hour* will be given to complete the computer projects.

The documents must be input in memo or business letter format and must be error free when printed.

Each document will be printed for evaluation.

**This does not allow for interruptions*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
   d. Turn on transcribing equipment; insert dictation media; put on earphone(s); adjust foot pedal and adjust volume, tone and speed controls.
2. Review dictation to determine format, length and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).

4. Keyboard the documents. Save frequently if correspondence is lengthy.
5. Run spell check.
6. Proofread correspondence while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print correspondence.
8. Proofread and edit hard copy of correspondence using proofreader's symbols to indicate changes.
9. Input corrections to correspondence (use insert, delete, move, copy and search and replace commands).
10. Store/Save documents.
11. Print correspondence.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Turn off transcribing equipment, remove dictation media, note that material has been transcribed and file dictation media.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE BUSINESS REPORTS AND MANUSCRIPTS FROM MACHINE TRANSCRIPTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal instructions
Computer
Appropriate software
Printer
Transcribing equipment
Media to be transcribed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing reports and manuscripts
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following two business documents:

One-page report
1,500-word manuscript with side headings and page numbering

PERFORMANCE CRITERIA

Two hours* will be given to complete the computer projects.

The two documents must be input in business report format and must be error free when printed.

Each document will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
   d. Turn on transcribing equipment; insert dictation media; put on earphone(s); adjust foot pedal and adjust volume, tone and speed controls.
2. Review dictation and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the report. Save frequently if report is lengthy.
5. Run spell check.

6. Proofread report while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print report.
8. Proofread and edit hard copy of report using proofreader's symbols to indicate changes.
9. Input corrections to report (use insert, delete, move, copy and search and replace commands).
10. Store/Save report.
11. Print report.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Repeat steps 2 - 12 for preparing the manuscript.
14. Turn off transcribing equipment, remove dictation media, note that material has been transcribed and file dictation media.
15. Remove diskette from disk drive. Label and file diskette (if applicable).
16. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

PROCESS BASIC INCOMING AND OUTGOING TELEPHONE CALLS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Telephone or simulated telephone equipment
Phone directory
Phone message pads
Pen or pencil

WORK TO BE PERFORMED

Process telephone calls:

Plan and place outgoing telephone call.
Process incoming telephone call.

PERFORMANCE CRITERIA

Ten minutes* will be given to complete the phone calls.

The calls must be processed using appropriate telephone techniques. The phone message must be complete and accurate. The outgoing call (including looking up the number) will be planned and a message slip completed for the incoming call. The two documents must be complete, accurate and legible.

These two forms will be submitted for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Place the telephone (or simulated telephone equipment) or
   b. Plug in a tape recorder and place tape in the machine.
   c. Have notepad and telephone message slips and pen available.
2. Review special instructions for placing the outgoing call.
3. Look up phone number in telephone directory.
4. Plan (in writing) the phone call.
5. Place the phone call.
6. Accurately identify the name and organization of person making the call.
7. Receive an incoming call.
8. Answer incoming call appropriately by accurately identifying organization and person answering telephone.
9. Inform caller of availability of desired party and transfer the call or take a message.

10. Take complete and accurate written message including:
    a. Name of caller
    b. Organization
    c. Phone number
    d. Date and time called
    e. Message
    f Name of person takıng message

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Printer
Appropriate software
An in-basket of 10 pieces of incoming mail
Date stamp for mail
Calendar
Folders for sorting incoming mail
Mail log to record incoming mail
Twenty letters addressed to individuals
Twenty addressed labels to correspond with letters
Twenty envelopes
Paper
Pen or pencil

WORK TO BE PERFORMED

Process mail:

Process incoming mail.
Process outgoing mail.

PERFORMANCE CRITERIA

Forty-five minutes* will be given to complete the following work:

Process the 10 pieces of incoming mail by stamping date, sorting by importance, indicating important content, noting missing enclosures, indicating conflicts with dates or times and noting or attaching background materials.
Record the mail in the mail log.
Attach pre-addressed labels to envelopes in appropriate location to conform to U.S. Postal Service standards.
Fold 20 letters and insert in appropriate envelopes.

These two projects will be error free when submitted for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment, if needed.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer.

2. Review incoming mail in in-basket.
3. Date-stamp mail.
4. Separate mail by importance.
5. Indicate important content on mail.
6. Note any missing enclosures.
7. Note any conflicts with dates or times indicated.
8 Note or attach any background materials.
9. Record mail in computerized mail log.
10. Log off of computer (if applicable).
11. Attach pre-addressed labels to envelopes for outgoing mail.
12. Fold letters properly and insert in appropriate envelopes.

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

TRANSMIT AND RECEIVE MESSAGES ELECTRONICALLY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Printer
Appropriate software
Message to be faxed
E-mail message in computer in-basket
E-mail address of person to send message to
Equipment (computer, printer, fax machine, telephone)
Instruction book for fax machine and e-mail system
Paper
Pen or pencil

WORK TO BE PERFORMED

Transmit and receive messages electronically:

Send and reply to e-mail message.
Send a fax (two pages).

PERFORMANCE CRITERIA

Twenty minutes* will be given to complete the following work:

Send a short e-mail message.
Receive an e-mail message and print a copy.
Send a fax.

An error-free printout of both e-mail messages and transmission slip for fax, if available, will be submitted for evaluation.

* *This does not allow for interruptions or delays.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
   d. Turn on fax machine.
2. Key in e-mail message.
3. Print a hard copy of message.
4. Send e-mail message.
5. Read e-mail message in in-box.
6. Print copy of message.

7. Send fax.
8. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

ORDER AND MAINTAIN INVENTORY OF EQUIPMENT AND SUPPLIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Master inventory list of equipment and supplies
List of actual inventory of equipment and supplies
Requisition/order forms for supplies and equipment
Computer
Printer
Appropriate software
Paper
Pen or pencil

WORK TO BE PERFORMED

Order and maintain inventory of equipment and supplies:

Inventory supplies and equipment.
Requisition/order supplies and equipment.

PERFORMANCE CRITERIA

One hour* will be given to complete the following work:

Determine the number of each item to be requisitioned/ordered to maintain inventory.
Complete five requisition/order forms.

The requisition/order forms must be error free when printed.

The completed inventory report and the five requisition/order forms will be submitted for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust requisition/order forms.
2. Compare actual inventory with master inventory list and determine quantity of each item to be ordered.
3. Complete requisition/order forms.
4. Run spell check.
5. Proofread requisition/order forms and input corrections; proofread for correctness of content, format, amounts and totals.

6. Print requisition/order forms.
7. Proofread and edit hard copy of requisition/order forms using proofreader's symbols to indicate changes.
8. Input corrections to requisition/order forms (use insert, delete, move, copy and search and replace commands).
9. Store/Save document.
10. Print requistion/order forms.
11. Repeat steps 7-11 until all errors have been found and corrected.
12. Remove diskette from disk drive. Label and file diskette (if applicable).
13. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

LOCATE AND RETRIEVE INFORMATION FROM HARD COPY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Dictionary
Thesaurus
Telephone directory
Other directories
Encyclopedia
Reference manual
Computer
Printer
Appropriate software

WORK TO BE PERFORMED

Locate and retrieve information from the following sources:

Dictionary
Thesaurus
Telephone directory
Other directories
Encyclopedia
Reference manual

PERFORMANCE CRITERIA

Forty-five minutes* will be given to locate, retrieve and prepare (document) one item from each of the sources listed above.

Each document will be error free when submitted for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions from originator.
3. Locate the requested information in each of the sources.
4. Compose draft at keyboard of documentation of information located.
5. Run spell check.
6. Edit and proofread the draft while it is still on monitor; input corrections as needed.

7. Print document.
8. Proofread and edit hard copy of document.
9. Input corrections to document.
10. Store/Save document.
11. Print document.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

INPUT, UPDATE AND STORE DATA INTO RECORDS IN AN EXISTING DATABASE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Appropriate database containing ten records on disk
Printer
Legible copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing databases
Equipment/software manuals

WORK TO BE PERFORMED

Input, update and store the following in records in an existing database:

Add 30 names and mailing addresses (minimum of 5 fields per record using date, alphabetic and numeric entries).
Add, delete and update data in fields in records in an existing database.

PERFORMANCE CRITERIA

One hour* will be given to complete the computer projects.

The 30 records (with a minimum of five fields using date, alphabetic and numeric entries) must be input into a database that has been set up and must be error free when printed.

The original and revised databases will be printed using a prepared quick report format for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Retrieve/open database, insert and delete records as needed and update records as needed.
4. Keyboard the data into appropriate fields; or revise the data in the records. Save frequently if database is lengthy.
5. Run spell check, if appropriate.

6. Proofread database while still on monitor and input corrections; proofread for correctness of content, format, punctuation, capitalization, etc.
7. Print database.
8. Proofread and edit hard copy of database using proofreader's symbols to indicate changes.
9. Input corrections to database (use insert, delete, move, copy and search and replace commands).
10. Store/Save document.
11. Print the original and revised databases using a prepared quick report format.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

OPEN STORED SPREADSHEET, INPUT AND UPDATE DATA INTO SPREADSHEET, STORE REVISED SPREADSHEET AND PRINT REVISED SPREADSHEET.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Disk with spreadsheet stored on it
Printed copy of spreadsheet with 20 legible additions and changes to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing spreadsheets
Equipment/software manuals

WORK TO BE PERFORMED

Open and update a stored spreadsheet by doing the following:

Open a one-page (21 rows x 7 columns) spreadsheet.
Add data to cells of spreadsheet from legible rough draft copy.
Update existing data in cells of spreadsheet from legible rough draft.
Store the revised spreadsheet.
Print the spreadsheet.

PERFORMANCE CRITERIA

One-half hour* will be given to complete the computer projects.

The 20 changes must be input into a stored spreadsheet and must be error free when printed.

The updated spreadsheet will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Retrieve spreadsheet from disk.

4. Keyboard the data into appropriate cells or revise the data in the spreadsheet. Save frequently if spreadsheet is lengthy.
5. Run spell check.
6. Proofread spreadsheet while still on monitor and input corrections; proofread for correctness of content, format, punctuation, capitalization, etc.
7. Print spreadsheet.
8. Proofread and edit hard copy of spreadsheet using proofreader's symbols to indicate changes.
9. Input corrections to spreadsheet (use insert, delete, move, copy and search and replace commands).
10. Store/Save document.
11. Print spreadsheet.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

CREATE DATA DIRECTORY AND SUBDIRECTORIES/FOLDERS AND PLACE FILES IN SUBDIRECTORIES/FOLDERS. COPY, RENAME, MOVE AND DELETE FILES. COPY A DISK.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written directions
Computer
Appropriate software
Printer
Disk with 40 files on it
Blank disk
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on creating data directories and subdirectories/folders and saving files into subdirectories and copying, moving, renaming and deleting files and copying a disk
Equipment/software manuals

WORK TO BE PERFORMED

Create data directory and subdirectories/folders and place files in subdirectories/folders. Copy, rename, move and delete files. Copy a disk. Print a copy of each subdirectory/folder after the following functions have been performed:

Create two data directories.
Create three subdirectories/folders in data directory and place appropriate files in each of these subdirectories/folders.
Copy files, move files from one subdirectory/folder to another, rename files and delete files.
Copy a disk.

PERFORMANCE CRITERIA

One-half hour* will be given to complete the computer project.

The subdirectories/folders must be created and appropriate files moved into them with 100 percent accuracy. Four files must be copied, three files renamed, three files moved and four files deleted with 100 percent accuracy. The contents of each data directory and each subdirectory/folder will be printed for evaluation.

The disk that was copied will be submitted for evaluation.

** This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions from originator.
3. Create new data directories and subdirectories/folders.
4. Move designated files into appropriate directories/folders.
5. Proofread for accuracy.
6. Print a list of the contents of each data directory and subdirectory/folder.
7. Proofread and edit hard copy of subdirectories using proofreader's symbols to indicate changes.
8. Make corrections to directory/folder names and contents of directory/folder.
9. Repeat steps 7 - 8 until all errors have been found and corrected.
10. Copy, rename, move and delete designated files.
11. Print a list of the contents of each subdirectory/folder.
12. Copy the disk.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

MAKE BACKUP DISKS/FILES OF A DATA DIRECTORY OR SUBDIRECTORY/FOLDER AND DELETE DATA FROM BACKUP DISKS/FILES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Source disk with 40 files on it
Backup disk
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on making backup disks/files and deleting files from the backup
Equipment/software manuals

WORK TO BE PERFORMED

Make backup disks/files of a data directory or subdirectory/folder and delete data from backup disks/files:

Make a backup disk from a source disk.
Delete designated files from the backup disk.

PERFORMANCE CRITERIA

Fifteen minutes* will be given to complete the computer project.

The backup disk will be created and appropriate files deleted from the backup disk with 100 percent accuracy.

The contents of the source disk, the backup disk and the backup disk after files are deleted will be printed and submitted for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions from originator.
3. Create backup disk from source disk.
4. Delete designated files from backup disk.
5. Proofread for accuracy.
6. Print a list of the contents of source disk, backup disk and backup disk after designated files are deleted.

7. Proofread and edit hard copy of printouts using proofreader's symbols to indicate changes.
8. Make corrections to disks if necessary.
9. Repeat steps 7 - 8 until all errors have been found and corrected.
10. Remove diskette from disk drive. Label and file diskette (if applicable).
11. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Materials to be filed (25 items)
File folders
Labels
Filing cabinets or other storage equipment
Computer and printer or typewriter
Appropriate software
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes filing rules
Equipment/software manuals

WORK TO BE PERFORMED

Prepare a system to permit easy storage and retrieval of files by setting up the following filing systems:

Alphabetic filing system
Subject filing system
Numeric filing system

PERFORMANCE CRITERIA

One and one-half hours* will be given to complete the computer projects.

A filing system will be set up with at least four folders and the 25 items will be filed in the folders. All 25 documents must be filed in the correct order in the correct folder and identified on an answer sheet.

The answer sheet and folders will be error free when submitted for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment. (May use a computer or typewriter.)
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer.
2. Review any special instructions from originator.
3. Identify the type of filing system to be used (alphabetic, numeric, subject).
4. Assemble supplies needed to set up and label file folders.
5. Prepare labels.
6. Label file folders.
7. File materials (25 items) in appropriate folders.

8. Check files to ensure items were filed accurately.
9. Identify misfiled items and file correctly.
10. Repeat steps 8 - 9 until all errors have been found and corrected.
11. Remove diskette from disk drive. Label and file diskette (if applicable).
12. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Legible list of appointments, cancellations, rescheduling to be completed
Appointment book
Calendar software program
Computer
Printer
Office reference manual that includes instructions for making appointments
Instruction manual for calendar software
Equipment/software manuals
Paper
Pen or pencil

WORK TO BE PERFORMED

Maintain appointment calendar in appointment book and on calendar software:

Schedule appointments.
Cancel and reschedule appointments.

PERFORMANCE CRITERIA

Forty-five minutes* will be given to complete the following work:

Input the list of 20 appointments and changes into an appointment book and electronic calendar.
The appointments must not overlap, and the appropriate amount of time must be allotted for each appointment.
Print a copy of the electronic calendar.
The appointment book and electronic calendar must be error free.
The appointment book and the printed calendar will be submitted for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review list of appointments.
3. Write appointments in the appointment book.

4. Proofread and compare appointment book with list of appointments.
5. Input appointments into electronic calendar.
6. Print electronic calendar.
7. Proofread and edit hard copy of calendar using proofreader's symbols to indicate changes.
8. Input corrections to calendar (use insert, delete, move, copy and search and replace commands as needed).
9. Store/Save calendar.
10. Print electronic calendar.
11. Repeat steps 7 - 10 until all errors have been found and corrected.
12. Remove diskette from disk drive. Label and file diskette (if applicable).
13. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

PERFORM ROUTINE MAINTENANCE ON OFFICE EQUIPMENT (CHANGE TONER/INK JET CARTRIDGE/RIBBON, CLEAR PAPER JAMS, CLEAN MONITOR, ETC.).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Equipment (computer and printer)
Equipment manual
Paper
Toner/ink jet cartridge/ribbon
Appropriate tools and cleaning supplies

WORK TO BE PERFORMED

Perform routine maintenance on office equipment:

Check cables and connections.
Change toner, ink jet cartridge or ribbon.
Clear paper jams.
Load/change paper in printer.
Clean monitor.

PERFORMANCE CRITERIA

Thirty minutes to one hour* will be given to complete the following work:

Check cables and connections.
Change toner/ink jet cartridge or ribbon.
Load/change paper in printer.
Clean monitor.
Clear paper jams.

A chronological list of the procedures followed to do each of these five things will be written.

The list of procedures will be error free when submitted for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn off microcomputer or
   b. Log off computer if using terminal/computer mainframe or minicomputer.
   c. Turn off printer.
2. Review procedures identified in equipment manual to perform maintenance functions.

3. Obtain supplies and tools needed to perform routine maintenance.
4. Follow steps in equipment manual.
5. Test equipment to ensure maintenance was done correctly.
6. Repeat steps 2 - 5 if problem has not been corrected.
7. Return tools and extra supplies to storage area.
8. Dispose of or recycle used supplies, if applicable.
9. Clean hands if soiled while making repair.
10. Write list of procedures followed to perform routine maintenance.

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

PREPARE AND PROCESS TIME SHEETS (SOFT COPY AND HARD COPY).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Legible longhand report of hours worked by five employees for two weeks
Computer
Appropriate software with a time sheet template
Printer
Office reference manual that includes sample time sheets
Equipment/software manuals
Paper
Pen or pencil

WORK TO BE PERFORMED

Prepare and process time sheets:

Prepare time sheets on computer for five employees.
Process time sheets and print copy.

PERFORMANCE CRITERIA

One hour* will be given to complete the following work:

Input the hours worked in appropriate place in each employee's file.
Print the time sheet.

The time sheets must be in correct format and must be error free when printed.

The time sheets will be submitted for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust time sheets.
2. Review handwritten time sheets.
3. Input data into appropriate employee's time sheet.
4. Proofread time sheets while still on monitor and input corrections.
5. Print time sheets.
6. Proofread and edit hard copy of time sheets using proofreader's symbols to indicate changes.
7. Input corrections to time sheets (use insert, delete, move, copy and search and replace commands as needed).
8. Store/Save time sheets.

9. Print time sheets.
10. Repeat steps 6 - 9 until all errors have been found and corrected.
11. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE MERGE DOCUMENTS (FORM LETTERS, MAILING LABELS AND ENVELOPES).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that contains USPS (United States Postal Service) regulations for mailing labels and addressing envelopes
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following using the merge features:

Six letters (one page - three paragraphs)
Six envelopes
Six mailing labels (two-column labels)

PERFORMANCE CRITERIA

Forty-five minutes* will be given to complete the computer projects.

The letters, envelopes and labels must be input in correct format and must be error free when printed.

The documents will be printed for evaluation.

** This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper and envelopes/labels.
2. Review draft copy of mailing addresses and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, pagination, style sheet, etc.).
4. Keyboard the form letters and addresses. Save frequently.
5. Run spell check.

6. Proofread addresses while still on monitor and input corrections; proofread for correctness of content, format, punctuation and capitalization.
7. Print letters, envelopes or labels.
8. Proofread and edit hard copy of letters, envelopes and labels using proofreader's symbols to indicate changes.
9. Input corrections to letters and mailing addresses (use insert, delete, move, copy and search and replace commands).
10. Store/Save documents.
11. Reprint letters, envelopes and/or mailing labels that had corrections.
12. Repeat steps 8-11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE OUTLINES (USING OUTLINE FEATURE) FROM LEGIBLE LONGHAND OR EDITED ROUGH DRAFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing outlines
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following outline using the outline feature:

Two-page outline with a minimum of four levels of heading

PERFORMANCE CRITERIA

Forty-five minutes* will be given to complete the computer project.

The document must be input in outline format using the outline feature and must be error free when printed.

The document will be printed for evaluation.

* *This does not allow for interruptions*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Keyboard the document. Save frequently if outline is lengthy.
5. Run spell check.
6. Proofread outline while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.

7. Print outline.
8. Proofread and edit hard copy of outline using proofreader's symbols to indicate changes.
9. Input corrections to outline (use insert, delete, move, copy and search and replace commands).
10. Store/Save document.
11. Print outline.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

SCAN DOCUMENTS ONTO A FORMATTED STORAGE MEDIUM AND IMPORT INTO A WORD PROCESSING PROGRAM.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Documents to be scanned
Scanner
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual containing information on scanning documents
Equipment/software manuals

WORK TO BE PERFORMED

Scan the following documents into computer:

Two-page report
Two pages from a book

PERFORMANCE CRITERIA

Forty-five minutes* will be given to complete the computer projects.

The two documents must be scanned into a word processing format and retrieved in the word processing program and must be error free when printed.

The documents will be printed for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
   d. Turn on scanner.
2. Review documents to be scanned and any special instructions from originator.
3. Scan the items.
4. Save in a word processing format.
5. Retrieve/open scanned text in word processing program.
6. Run spell check.
7. Proofread documents while still on monitor and input corrections; proofread for correctness of content, format, punctuation, capitalization, etc.
8. Print documents.

9. Proofread and edit hard copy of documents using proofreader's symbols to indicate changes.
10. Input corrections to documents (use insert, delete, move, copy and search and replace commands).
11. Store/Save documents.
12. Print documents.
13. Repeat steps 9 - 12 until all errors have been found and corrected.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

LOCATE AND RETRIEVE INFORMATION FROM A VARIETY OF ELECTRONIC SOURCES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer with CD-ROM drive
Terminal with access to electronic card catalog
Appropriate software
Printer
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Equipment/software manuals

WORK TO BE PERFORMED

Locate and retrieve information from the following electronic sources:

Electronic card catalog
CD-ROM
On-line
Cyberspace (Internet or wide area network)

PERFORMANCE CRITERIA

One hour* will be given to locate, retrieve and document (in writing) one item from each of the sources listed above.

The written documentation will be error free when submitted for evaluation.

* *This does not allow for interruptions or delays.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions from originator.
3. Locate the requested information in each of the sources.
4. Compose at keyboard the draft of written documentation of information located.
5. Run spell check.
6. Edit and proofread the draft while it is still on the monitor.
7. Store/save document.
8. Print document.
9. Repeat steps 6 - 8 until all errors have been found and corrected.
10. Remove diskette from disk drive. Label and file diskette (if applicable).
11. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer with Internet access
Appropriate software
Information to be placed and sent on Internet
Printer
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, place and send information on the Internet:

Send information about a product or service.
Order a book.

PERFORMANCE CRITERIA

One hour* will be given to prepare, place and send information on the Internet and document (in writing) the steps followed to accomplish the task

The written documentation will be error free when submitted for evaluation.

** This does not allow for interruptions or delays.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions from originator.
3. Prepare the information to be placed and sent via Internet.
4. Compose at keyboard the draft of written documentation of information prepared and sent.
5. Run spell check.
6. Edit and proofread the draft while it is still on the monitor.
7. Store/Save document.
8. Print document.
9. Repeat steps 6 - 8 until all errors have been found and corrected.
10. Remove diskette from disk drive. Label and file diskette (if applicable).
11. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

KEY, PRINT AND STORE TRANSPARENCY MASTERS FOR PRESENTATION FROM LEGIBLE LONGHAND OR EDITED ROUGH DRAFT USING PRESENTATION SOFTWARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes instructions on preparing visual aids
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following masters to be used in a presentation:

Six transparency masters
A. Use bullets
B. Use clip art
C. Use appropriate font size
D. Use graphic lines

PERFORMANCE CRITERIA

One hour* will be given to complete the visuals.

The six visuals must be input in a presentation software package and must be error free when printed. Each of the following will be used at least once: clip art, bullets, graphic line and appropriate font size.

All six visuals will be error free when printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).

4. Keyboard the visuals. Save frequently.
5. Run spell check.
6. Proofread visuals while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
7. Print visuals.
8. Proofread and edit hard copy of visuals using proofreader's symbols to indicate changes.
9. Input corrections to visuals (use insert, delete, move, copy and search and replace commands).
10. Store/Save visuals.
11. Print visuals.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

PLAN AND CREATE DATABASE. INPUT AND UP-DATE DATA INTO RECORDS. STORE DATABASE. PRINT QUICK REPORTS FROM DATABASE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing a database
Equipment/software manuals

WORK TO BE PERFORMED

Perform the following functions related to a database:

Create and input a database with 15 names and mailing addresses (minimum of seven fields using date, alphabetic and numeric fields).
Sort records in the database two ways.
Generate and print quick reports.

PERFORMANCE CRITERIA

One hour* will be given to complete the computer projects.

The database must be set up (minimum of seven fields using date, alphabetic and numeric fields).

The 15 records must be input into the database and must be error free when printed.

The database must be sorted at least two ways (by fields) and a report generated.

The reports will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.

3. Create database (determine number of fields and content of each field, insert and delete records as needed and update records as needed).
4. Keyboard the data into appropriate fields or revise the data in the records. Save frequently if database is lengthy.
5. Run spell check, if appropriate.
6. Proofread database while still on monitor and input corrections; proofread for correctness of content, format, punctuation, capitalization, etc.
7. Print database.
8. Proofread and edit hard copy of database using proofreader's symbols to indicate changes.
9. Input corrections to database (use insert, delete, move, copy and search and replace commands).
10. Sort database at least two ways (e.g. by ZIP Code and alphabetically by last name) and generate reports.
11. Store/Save databases.
12. Print report.
13. Repeat steps 8 - 12 until all errors have been found and corrected.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

PerformanceTest - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

CREATE SPREADSHEET, INPUT DATA INTO SPREADSHEET, UPDATE DATA IN SPREADSHEET AND STORE SPREADSHEET.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Legible rough draft of spreadsheet to be created
Disk with spreadsheet stored on it
Printed copy of stored spreadsheet with legible additions and changes to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing spreadsheets
Equipment/software manuals

WORK TO BE PERFORMED

Prepare (create and input data) spreadsheet and open and edit stored spreadsheet; print and store the following two spreadsheets:

One-page (10 rows x 4 columns) spreadsheet from legible rough draft
One-page stored spreadsheet with inserting/deleting columns and rows, changing data alignment, totaling rows and columns

PERFORMANCE CRITERIA

One hour* will be given to complete the computer projects.

The two documents must be input into a spreadsheet and must be error free when printed.

Each spreadsheet will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Retrieve spreadsheet.
4. Revise the data in the spreadsheet.

5. Create spreadsheet (determine number of rows and columns).
6. Keyboard the data into appropriate cells.
7. Run spell check.
8. Proofread spreadsheets while still on monitor and input corrections; proofread for correctness of content, format, punctuation, capitalization, formulas, etc.
9. Print spreadsheets.
10. Proofread and edit hard copy of spreadsheets using proofreader's symbols to indicate changes.
11. Input corrections to spreadsheets (use insert, delete, move, copy and search and replace commands).
12. Store/Save documents.
13. Print spreadsheets.
14. Repeat steps 10 - 13 until all errors have been found and corrected.
15. Remove diskette from disk drive. Label and file diskette (if applicable).
16. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

CREATE AND UPDATE DOCUMENTS USING DESKTOP PUBLISHING FEATURES OF A WORD PROCESSING PACKAGE OR DESKTOP PUBLISHING SOFTWARE PACKAGE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software including clip art and a variety of fonts
Articles for the newsletter on a disk
Printer
Legible draft of flier
Draft of layout of newsletter
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes guidelines for desktop publishing
Equipment/software manuals

WORK TO BE PERFORMED

Create and update the following two publications:

One-page flier with graphics

Two-page, two-column newsletter containing six articles with one graphic between the columns (wrap the text around the graphic)

PERFORMANCE CRITERIA

One and one-half hours* will be given to complete the computer projects.

The text and graphics for the flier and newsletter must be placed into a word processing or desktop publishing computer program and must be error free when printed. Graphics, text boxes, graphic lines, captions, layout, font choice, font size, use of drop caps, etc., must be appealing and appropriate.

The two publications will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Determine layout of publication.
4. Retrieve publication.
5. Keyboard the text and place graphics into publication. Save frequently.

6. Create publication.
7. Run spell check.
8. Proofread publication while still on monitor and input corrections; proofread for correctness of content, format, punctuation, capitalization, etc.
9. Print publication.
10. Proofread and edit hard copy of publication using proofreader's symbols to indicate changes.
11. Input corrections to publication (use insert, delete, move, copy and search and replace commands).
12. Store/Save publication.
13. Review layout and design and change publication as needed to make it more appealing and eye-catching to the reader.
14. Print publication.
15. Repeat steps 10 - 14 until all errors have been found and corrected.
16. Remove diskette from disk drive. Label and file diskette (if applicable).
17. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

PUT TOGETHER SLIDE SHOW SPEAKER NOTES AND HANDOUTS OF SLIDES USING PRESENTATION SOFTWARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Nine slides for slide show
Legible draft of speaker notes
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes instructions on preparing visual aids
Equipment/software manuals

WORK TO BE PERFORMED

Prepare the following using presentation software and nine existing slides:

Slide show that is 2½ minutes long
Speaker notes
Handouts of slides

PERFORMANCE CRITERIA

Two hours* will be given to complete the computer projects.

The nine slides must be used to create a 2½-minute slide show using a presentation software package.

Speaker notes for the slide show and handouts of the slides must be prepared.

The slide show will be shown and speaker notes and handouts of the slides will be error free, printed and submitted for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Put slide show together using the nine existing slides.

4. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
5. Keyboard the document. Save frequently.
6. Run spell check.
7. Proofread speaker notes and handouts while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
8. Print speaker notes and handouts of slides.
9. Proofread and edit hard copy of speaker notes and handouts using proofreader's symbols to indicate changes.
10. Input corrections to speaker notes and handouts (use insert, delete, move, copy and search and replace commands).
11. Store/Save document.
12. Print speaker notes and handouts of slides.
13. Repeat steps 9 - 12 until all errors have been found and corrected.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

OPEN/RETRIEVE STORED DATABASE; RENAME, INSERT, MOVE AND DELETE FIELDS; USE QUERIES AND GENERATE REPORT; CUSTOMIZE REPORT (ADD TITLE, GRAPHICS, FUNCTIONS).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Database on disk
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing databases
Equipment/software manuals

WORK TO BE PERFORMED

Open/retrieve stored database and perform the following:

Open database with 30 names and mailing addresses (minimum of seven fields using date, alphabetic and numeric fields).
Rename, insert, move and delete fields.
Use queries, conditions and/or statement function.
Design and use conditional queries based on database structure.
Customize report (add title, graphics, functions).
Print report.

PERFORMANCE CRITERIA

One and one-half hours* will be given to complete the computer projects.

The database must be manipulated according to instructions (see WORK TO BE PERFORMED).

The report generated must be in the correct format and error free when printed.

The report will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Open database and rename, insert, move and delete fields as directed.

4. Use queries to generate the report.
5. Run spell check, if appropriate.
6. Proofread database while still on monitor and input corrections; proofread for correctness of content, format, punctuation, capitalization, etc.
7. Print report.
8. Proofread and edit hard copy of report using proofreader's symbols to indicate changes.
9. Input corrections to report (use insert, delete, move, copy and search and replace commands).
10. Customize report as instructed (add title, graphics, functions).
11. Store/Save file.
12. Print report.
13. Repeat steps 8 - 12 until all errors have been found and corrected.
14 Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

RETRIEVE SPREADSHEETS, COPY DATA FROM ONE SPREADSHEET TO ANOTHER, LINK SPREADSHEETS, EDIT DATA IN A LINKED SPREADSHEET, PRINT AND STORE SPREADSHEETS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Two spreadsheets on a disk
Computer
Appropriate software
Printer
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing spreadsheets
Equipment/software manuals

WORK TO BE PERFORMED

Copy data from one spreadsheet to another, link spreadsheets, edit data in a linked spreadsheet, print and store the following two spreadsheets:

Copy data from one spreadsheet to another and print.
Link data between two spreadsheets.
Edit data in linked spreadsheet and print.

PERFORMANCE CRITERIA

One hour* will be given to complete the computer projects.

The two spreadsheets must be retrieved, data copied, two spreadsheets linked and data edited in linked spreadsheet.

The spreadsheets must be error free when printed.

Steps for copying data and for linking the two spreadsheets will be prepared.

Each spreadsheet document will be printed for evaluation and steps for copying and linking the spreadsheets will be error free when submitted for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions from originator.

3. Copy data from one spreadsheet to another spreadsheet.
4. Print spreadsheet.
5. Link two spreadsheets.
6. Edit data in one of linked spreadsheets.
7. Print both spreadsheets.
8. Keyboard steps for copying data and for linking two spreadsheets.
9. Proofread and edit hard copy of steps using proofreader's symbols to indicate changes.
10. Input corrections to document (use insert, delete, move, copy and search and replace commands).
11. Store/Save document.
12. Print document.
13. Repeat steps 9 - 12 until all errors have been found and corrected.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

CREATE GRAPHS AND CHARTS FROM SPREADSHEETS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Spreadsheet file
Printer
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing charts and graphs
Equipment/software manuals

WORK TO BE PERFORMED

Create, print and store the following charts/graphs from a spreadsheet:

Pie chart (flat and 3D)
Bar graph (plain and stacked)
Line graph

PERFORMANCE CRITERIA

Forty-five minutes* will be given to complete the computer projects.

The data for the pie chart, bar and line graphs will be on a file in a spreadsheet program.

The graphs and chart must be created from a spreadsheet and must be error free when printed.

The chart and graphs should be modified (change size, format, etc.) as appropriate.

The graphs and chart will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Retrieve spreadsheet.
3. Determine type of chart and graphs to best illustrate the data.
4. Create appropriate chart and graphs.
5. Modify the chart and graphs as needed (change size, format, fonts, etc.). Save frequently if data is lengthy.
6. Run spell check, if appropriate.

7. Proofread data while still on monitor and input corrections; proofread for correctness of content, format, punctuation, capitalization, etc.
8. Print chart and graphs.
9. Proofread and edit hard copy of chart and graphs using proofreader's symbols to indicate changes.
10. Input corrections to chart and graphs (use insert, delete, move, copy and search and replace commands).
11. Store/Save documents.
12. Print chart and graphs.
13. Repeat steps 9 - 12 until all errors have been found and corrected.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed, however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

IMPORT GRAPHICS, SPREADSHEETS, TEXT AND DATA INTO WORD PROCESSING DOCUMENTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Two-page report on disk
Files to be imported
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing reports with graphics, spreadsheets, text and data
Equipment/software manuals

WORK TO BE PERFORMED

Retrieve report, import files, print and store the following business document:

Retrieve two-page report prepared in word processing software program.
Import graphics, spreadsheet, text and data into document.

PERFORMANCE CRITERIA

One-half hour* will be given to complete the computer project.

The document must be input in report format with appropriate files imported and must be error free when printed.

The document will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions from originator.
3. Retrieve/open the two-page report.
4. Import appropriate files at designated locations. Save frequently.
5. Proofread for correctness of location of imported files.
6. Print document.
7. Proofread and edit hard copy of document using proofreader's symbols to indicate changes.
8. Input corrections to document (use insert, delete, move, copy and search and replace commands).

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9. Store/Save document.
10. Print document.
11. Repeat steps 7 - 10 until all errors have been found and corrected.
12. Remove diskette from disk drive. Label and file diskette (if applicable).
13. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Routine request needing a reply
Computer
Appropriate software
Printer
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing routine memos and letters
Equipment/software manuals

WORK TO BE PERFORMED

Prepare and answer routine correspondence by composing, writing, printing and storing the following business documents:

Routine request
Information letter
Reply to routine request

PERFORMANCE CRITERIA

One hour* will be given to complete the computer projects.

The three documents must be input in memo or business letter format and must be error free when printed.

Each document will be printed for evaluation.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions from originator.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Compose/keyboard the documents. Save frequently if memo or letter is lengthy.
5. Edit documents on screen.
6. Run spell check.

7. Proofread correspondence while still on monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
8. Print correspondence.
9. Proofread and edit hard copy of correspondence using proofreader's symbols to indicate changes.
10. Input corrections to correspondence (use insert, delete, move, copy and search and replace commands).
11. Store/Save documents.
12. Print correspondence.
13. Repeat steps 9 - 12 until all errors have been found and corrected.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

PROCESS ADVANCED INCOMING AND OUTGOING TELEPHONE CALLS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Telephone or simulated telephone equipment
Instruction book for phone
Phone directory
Phone message pads
Paper
Pen or pencil

WORK TO BE PERFORMED

Process telephone calls:

Leave a complete, concise message on voice mail.
Program telephone for speed dialing.
Process incoming telephone calls on a multi-line phone.
Set up conference call.
Process incoming phone call and visitor that arrive simultaneously.

PERFORMANCE CRITERIA

Two hours* will be given to complete the activities.

The calls must be processed using appropriate telephone technique.

The voice mail message will be planned and recorded.

A phone will be programmed for speed dialing of three numbers or the steps will be written down to successfully complete that procedure.

A multi-line phone will be answered and a message taken.

A conference call for three people in three different locations will be set up or the steps to successfully complete that procedure written down.

Successful handling of a simultaneous incoming phone call and visitor will be demonstrated through role play or the procedure will be written.

The recording and documents will be submitted for evaluation. The documents must be complete, accurate and legible.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Place the telephone (or simulated telephone equipment) or
   b. Plug in a tape recorder and place tape in the machine.
   c. Have notepad and telephone message slips and pen available.

2. Review instructions for using special telephone features in instruction book.
3. Plan (in writing) the voice mail message.
4. Place the phone call and leave the message.
5. Program a telephone for speed dialing (or write the steps).
6. Answer a multi-line phone.
7. Accurately identify the name and organization of person making the call.
8. Take complete and accurate written message including:
   a. Name of caller
   b. Organization
   c. Phone number
   d. Date and time called
   e. Message
   f. Name of person taking message
9. Set up conference call for three people (or write the steps).
10. Process incoming phone call and visitor that arrive simultaneously:
    a. Greet visitor.
    b. Answer incoming call appropriately by accurately identifying organization.

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

DETERMINE BEST METHOD OF MAILING SERVICES AND PROCESS OUTGOING DOMESTIC MAIL.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Reference books with information about different types of mail services
Four pieces of outgoing mail with required delivery time and date
Selection of mailing materials (envelopes, special mailing folders and boxes, labels, multipart mailing labels, etc.)
ZIP Code directory
Equipment (computer and printer) to prepare labels or envelopes
Paper
Pen or pencil

WORK TO BE PERFORMED

Process mail:

Determine best method for sending outgoing domestic mail.
Process outgoing domestic mail by best method.

PERFORMANCE CRITERIA

One and one-half hours* will be given to complete the following work:

Determine the best way to send each piece of mail such as same day, overnight, second day, registered, certified, return receipt requested, etc. and give reasons in writing for the selection.

Prepare each piece of mail for mailing using appropriate mailing materials.

Each piece of mail should have no typographical errors and be in the correct format and style.

The four pieces of mail and written reasons for their selection will be submitted for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust labels or envelopes.
2. Review mail instructions and mail to be processed.
3. Determine best way to send each piece of mail.

4. Prepare each piece of mail according to best way.
   a. Type appropriate labels or envelopes for outgoing mail.
   b. Proofread for errors in typing or format.
   c. Correct errors.
   d. Fold letters and insert in mailers.
5. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

MAKE DOMESTIC TRAVEL ARRANGEMENTS AND PREPARE ITINERARY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Travel information (list of dates, times, places, airline schedules, hotels, confirmation numbers, etc.)
Travel preferences
Appropriate software
Printer
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on making travel arrangements and preparing itineraries
Equipment/software manuals

WORK TO BE PERFORMED

Make travel arrangements and prepare itinerary for the following:

Two-day domestic meeting (overnight)
Three-day domestic conference (air travel)

PERFORMANCE CRITERIA

One hour* will be given to complete the computer projects.

The two trips must be planned and input in itinerary format.

The itineraries must be error free when printed.

* *This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review any special instructions and travel preferences from originator.
3. Plan each trip including lodging, air transportation and ground transportation using travel information provided.
4. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.) for itinerary.
5. Keyboard the document. Save frequently if itinerary is lengthy.
6. Run spell check.

7. Proofread itinerary while still on the monitor and input corrections; proofread for correctness of content, format, grammar, punctuation, capitalization and word divisions.
8. Print itinerary.
9. Proofread and edit hard copy of itinerary using proofreader's symbols to indicate changes.
10. Input corrections to itinerary (use insert, delete, move, copy and search and replace commands).
11. Store/Save document.
12. Print itinerary.
13. Repeat steps 9 - 12 until all errors have been found and corrected.
14. Remove diskette from disk drive. Label and file diskette (if applicable).
15. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

CATEGORIZE EXPENSES AND PREPARE EXPENSE REPORTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Legible receipts for three employees (no more than 30 receipts) for business trips
Calculator
Computer
Appropriate software with an expense report template
Printer
Office reference manual that includes sample expense reports
Equipment/software manuals
Paper
Pen or pencil

WORK TO BE PERFORMED

Categorize expenses and prepare expense reports:

Sort receipts into transportation, food, lodging, registration and miscellaneous categories.
Prepare expense reports for three employees.
Input data on expense report form and print copy.

PERFORMANCE CRITERIA

One hour* will be given to complete the following work:

Sort the receipts into categories of transportation, food, lodging, registration and miscellaneous.

Input the expenses in appropriate place on expense report form.

Print the expense report.

The expense reports must be in correct format and must be error free when printed.

The expense reports will be submitted for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust expense reports.

2. Review and sort legible receipts into appropriate categories.
3. Record information on expense reports.
4. Input data into appropriate places on expense reports.
5. Proofread expense reports while still on monitor and input corrections.
6. Print expense reports.
7. Proofread and edit hard copy of expense reports using proofreader's symbols to indicate changes.
8. Input corrections to expense reports (use insert, delete, move, copy and search and replace commands as needed).
9. Store/Save expense reports.
10. Print expense reports.
11. Repeat steps 7 - 10 until all errors have been found and corrected.
12. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the Skill Standard.

Written test on related academics and knowledge needed to complete Skill Standard.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Disk with files (a spreadsheet, a database and a presentation document) stored on it
Legible copy to be keyed
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on preparing reports with data
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following document:

Two-page report importing files from spreadsheet, database and presentation software

PERFORMANCE CRITERIA

One hour* will be given to complete the project.

The document must be input in report format and be error free when printed.

The document will be printed for evaluation.

**This does not allow for interruptions.*

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review draft copy and any special instructions.
3. Set up format (margins, spacing, type style and size, page length, tabs, special features, headers or footers, pagination, style sheet, etc.).
4. Prepare draft copy of the report importing files from spreadsheet, database and presentation software.

5. Run spell check and proofread while still on monitor for correctness of content, format, grammar, punctuation, capitalization and word divisions.
6. Print report.
7. Proofread and edit hard copy of report using proofreader's symbols to indicate changes.
8. Input corrections to report (use insert, delete, move, copy and search and replace commands).
9. Store/Save document.
10. Print document.
11. Repeat steps 7 - 10 until all errors have been found and corrected.
12. Remove diskette from disk drive. Label and file diskette (if applicable).
13. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the skill standard.

Written test on related academics and knowledge needed to complete skill standard.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
Description of two styles and one macro to be created
Legible copy of letter to be keyed which indicates where the styles and the macro are to be used
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on styles and macros
Equipment/software manuals

WORK TO BE PERFORMED

Create and save the following:

Styles for two types of headings

Macro for letter closing

Prepare, print and store the following document:

Letter that uses the two created styles and the macro for the letter closing

PERFORMANCE CRITERIA

One hour* will be given to complete the projects.

The document will be error free when printed for evaluation.

*This does not allow for interruptions.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review instructions.
3. Create and save the two styles.
4. Create and save the macro.
5. Prepare draft copy of the letter including the styles and the macro in the appropriate places.
6. Run spell check and proofread while still on monitor for correctness of content, format, grammar, punctuation, capitalization and word divisions.

7. Print letter.
8. Proofread and edit hard copy of letter using proofreader's symbols to indicate changes.
9. Input corrections to letter (use insert, delete, move, copy and search and replace commands).
10. Store/Save letter.
11. Print letter.
12. Repeat steps 8 - 11 until all errors have been found and corrected.
13. Remove diskette from disk drive. Label and file diskette (if applicable).
14. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the skill standard.

Written test on related academics and knowledge needed to complete skill standard.

TROUBLESHOOT BASIC COMPUTER MALFUNCTIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Verbal and/or written instructions
Computer
Appropriate software
Printer
List of five computer malfunctions to be solved
Reference books such as a dictionary, word division manual, punctuation guide and capitalization guide
Office reference manual that includes information on solving computer malfunctions
Equipment/software manuals

WORK TO BE PERFORMED

Prepare, print and store the following document:

List of the computer malfunctions and the steps to be followed to solve each malfunction

PERFORMANCE CRITERIA

One hour* will be given to complete the projects.

The document will be error free when printed for evaluation.

*This does not allow for interruptions.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Ready equipment.
   a. Turn on microcomputer or
   b. Log on computer if using terminal/computer mainframe or minicomputer.
   c. Turn on printer, load and adjust paper.
2. Review instructions.
3. Review each computer malfunction to be solved.
4. Prepare draft copy of the list of computer malfunctions to be solved and steps to be followed to solve each malfunction.
5. Run spell check and proofread while still on monitor for correctness of content, format, grammar, punctuation, capitalization and word divisions.
6. Print document.
7. Proofread and edit hard copy of document using proofreader's symbols to indicate changes.
8. Input corrections to document (use insert, delete, move, copy and search and replace commands).
9. Store/Save document.

10. Print document.
11. Repeat steps 7 - 10 until all errors have been found and corrected.
12. Remove diskette from disk drive. Label and file diskette (if applicable).
13. Log off of computer (if applicable).

The steps of performance have been numbered to show an appropriate sequence of completing the work to be performed; however, a different sequence may be used to perform the work.

ASSESSMENT AND CREDENTIALING APPROACH

Performance Test - See the skill standard.

Written test on related academics and knowledge needed to complete skill standard.

Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedure requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/ occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system so repeated measurements yield consistent results.
Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
Skill Standard	Specifies the knowledge and competencies required to perform successfully in the workplace.

Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essestial to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL

Margaret Blackshere	AFL-CIO
Michael Breslan	(Retired) Chicago Building Trades Council
Hollis Earnest	Manufacturing/Electronics
David Emerson	Downstate National Bank
Bernard Gregory	Passavant Hospital
Janet Payne	United Samaritans Medical Center
Gerald Schmidt	Illinois Manufacturing Association Caterpillar
Jim Schultz	Illinois Retail Merchants Association Walgreen Company
Larry Vaughn	Illinois State Chamber of Commerce Alternative School Network

APPENDIX C

BUSINESS AND ADMINISTRATIVE/ INFORMATION SERVICES SUBCOUNCIL

Barbara Abrahamson	Field Service Director Illinois Federation of Teachers #801
Marcus W. Acheson IV	Executive Vice President and Department Head Bank of America of Illinois
Gail L. Bahar	Assistant Vice President, Human Resources Officer Seaway National Bank
Coleen Callahan	Human Resources Manager Mayer, Brown & Platt
Kenneth Cavanaugh	Vice President, Human Resources Memorial Health System
Dale T. Chapman	President Lewis and Clark Community College
John P. Coffey	Vice President, Personnel State Farm Insurance Companies
Frank Danes	Associate Superintendent for Management Support Oak Park/River Forest High School District #200
Mike English	PMA Financial Network, Inc.
Darlene Furst	Subcouncil Chair and President Furst Staffing Services
Ethel Holladay	Illinois Business Education Association DuQuoin High School
Karen Keasler	Illinois Community College Career Dean's Association Business Division Chairperson Southeastern Illinois College
Jeanette Lipe	President HR Solutions, Inc.
Wanda Liptow	Vice President, Manager of Human Relations AMCORE Bank N.A., Rockford
Angelia Millender	Robert Morris College

Patrick O'Connor	Vice President Human Resources and Administrative Services Blue Cross and Blue Shield of Illinois
Dorothy Ragsdale	Director of Human Resources American Library Association
William Setterstrom	Senior Vice President, Human Resources The Northern Trust Company
Phoebe Stevenson	Director, Human Resources Celtic Life Insurance Company
Fred Weber	Director, Human Resources Coopers & Lybrand
Tony Zahn	Chicago Region Vice President Kelly Services

Gerry Gaedtka	Project Consultant and Subcouncil Liaison Northern Illinois University
Roger Uhe	State Liaison Illinois State Board of Education

APPENDIX D

INFORMATION PROCESSING STANDARDS DEVELOPMENT COMMITTEE

Judy Brewer	Secretary, Danville
Karen Durtschi	Furst Staffing Services
Mike English	PMA Financial Network, Inc.
Darlene Furst	Furst Staffing Services
Dell Hendon	Blue Cross and Blue Shield of America
Ethel Holladay	DuQuoin High School
Jeanette Lipe	HR Solutions
Mark Lipe	HR Solutions
Connie Maratea	Coopers and Lybrand
Angelia Millender	Robert Morris College
Cindy Nolting	Illinois State Board of Education
Patrick O'Conner	Blue Cross and Blue Shield of America
Beth Ann Pearson	Amcore Bank
Judy Wahl	Kelly Services
Fred Weber	Coopers and Lybrand

Marilyn Satterwhite	Product Developer Office Systems Instructor Danville Area Community College
Gerry Gaedtka	Project Consultant and Subcouncil Liaison Northern Illinois University
Roger Uhe	State Liaison Illinois State Board of Education

1. Occupational Definition and Justification

A. Occupational Definition

The Performance Skill Standards for Information Processing form a core of skills some of which are found in other office, marketing and management clusters such as Administrative Support; Accounting; Computer Operation and Programming; Financial Services; Business Ownership and Management; Marketing and Business Management. In addition, many of these skills may be found in other occupational areas such as Hospitality; Electronics; Graphic Arts; Communications; Agriculture; and Health Occupations.

The Business and Administrative/Information Services Subcouncil recommended developing the Information Processing Cluster Occupational Skill Standards first and then utilizing these skills in the development of skill standards as needed and recommended by the various standard development committees for the other cluster areas.

The Business and Administrative/Information Services Subcouncil in September 1995 chose to begin skill standard development with the Information Processing Cluster. The occupations for which skills standards were developed are Level 1 - Computer Information Processing Support Person, Level 2 - Computer Information Processing Generalist and Level 3 - Computer Information Processing Specialist. Definitions for each of the three occupations are provided below. The Information Processing Standards Development Committee met three times from November 1995 through March 1996 and also utilized the mail and fax between each of these meetings for the development of these performance skill standards.

1. **Level 1: Computer Information Processing Support Person**
   Operates computer equipment to prepare memos, letters, reports, forms or other correspondence from rough draft or corrected copy. May prepare memos, letters, reports, forms or other correspondence from voice recording. May perform basic office operations including processing incoming and outgoing telephone calls, processing incoming and outgoing mail, transmitting and receiving messages electronically, maintaining inventory and ordering equipment and supplies and locating and retrieving information from hard copy sources. May input, update and store data in existing databases and spreadsheets. May handle computer file manipulation such as creating data directories; coping, renaming, moving and deleting files; copying disks; and making backups of data directory. (Other possible job titles include Information Clerk, Correspondence Clerk, Word Processing Equipment Operator, Data Entry Keyer and Microcomputer Operator 1.)

2. **Level 2: Computer Information Processing Generalist**
   May perform all duties listed under Level 1 plus handle office procedures including preparing and maintaining filing system, maintaining appointment calendar (hard copy and on computer), performing routine maintenance on office equipment and preparing and processing timesheets (soft copy and hard copy). May do more advanced document processing including preparing files to merge, preparing mailing labels and envelopes from merge file, preparing outlines using the outline feature, scanning documents, locating and retrieving information from electronic

sources and creating databases and spreadsheets. (Other possible job titles include Information Processor, Data Typist, Administrative Clerk and Microcomputer Operator 2.)

3. **Level 3: Computer Information Processing Specialist**
   May perform all duties listed under Levels 1 and 2 plus more advanced computer applications including creating and updating documents using desktop publishing features of word processing or desktop publishing software; putting together slide shows, speakers' notes and handouts using presentation software; revising stored databases, using queries and customizing reports; editing spreadsheets and utilizing the calculation function in spreadsheets; creating graphs and charts from spreadsheets; and importing graphics, spreadsheets, text and data into word processing documents. May perform office assistant duties including preparing and answering routine correspondence, processing advanced incoming and outgoing telephone calls, determining the best method of mailing services and processing outgoing mail, making domestic travel arrangements and preparing itineraries, and categorizing expenses and preparing expense reports. (Other possible job titles include Microcomputer Support/Software Specialist and Microcomputer Operator 3.)

B. Employment and Earnings Opportunities

This occupational cluster does require "basic workplace skills and technical training." However, the skill sets necessary for Computer Information Processing Support Person provide the necessary career path to the occupations of Computer Information Processing Generalist and Computer Information Processing Specialist. These two occupations are more technical in their composition.

1. Employment Opportunities

Labor market information is not readily available for all of the occupations in this cluster. Employment projections for Illinois and the nation indicate a shrinkage in the number of traditional "word processors" and a growth in job opportunities for technically prepared persons in the information processing and computer applications fields. Information processors work both with word and data processing and, therefore, are not identified as word processors. Better trained and more qualified information processors with higher levels of productivity will fill positions in the workforce that may have required more technical skills in the past. Labor market information indicates an ever-increasing number of job opportunities for persons well prepared in the information processing and computer applications fields.

As a reflection of the projected trends in employment in Illinois, most jobs will be in the white collar area (58%) dominated by administrative support type occupations and marketing/sales occupations.

The list of the forty occupations expected to add the most new jobs in the state of Illinois from 1990-2005 includes occupations from the Information Processing Cluster. These occupations are office clerks which are projected to have a 22% growth or a net growth of 34,110 jobs and information clerks which are projected to have a 43% growth or a net growth of 18,805 jobs. Many of the other forty occupations will have skills in the information processing areas such as general managers, accountants, auditors, receptionists, secretaries, computer programmers, financial managers and first-line supervisors and managers.

Several occupations from this cluster are included in the top 50 occupations in Illinois which have been ranked by total employment predicted for the year 2000. These occupations are Office Clerks, Information Clerks, Typists and Word Processors.

2. **Earnings Opportunities**

	*Middle Range
Computer Information Processing Support Person	$14,500 - 24,275
Computer Information Processing Generalist	16,200 - 25,400
Computer Information Processing Specialist	20,700 - 28,600

*Middle Range is the middle 50%, i.e., one-fourth of persons in the occupation earn below the bottom of the range and one-fourth of persons in the occupation earn above the top of the range.

Compensation packages for persons employed in these occupations in a government setting or other unionized position may yield higher salary ranges than those listed above.

C. Career Opportunities and Education and Training Requirements

The occupations do possess technical, workplace and related academic skills. The identification of academic skills in relation to the skill standards will use the Illinois academic standards where possible.

II. Occupational Standards and Credentials

A. Occupational Standards

B. Assessment and Credentialing System

There are some existing assessment and licensure exams which would cover parts of these occupations in the licensure exams, i.e. Certified Professional Secretary would cover many of the information processing skills. There are also many written exams which would cover the information processing cluster, i.e. V-TECS (Vocational-Technical Education Consortium of States). However, credentialing is not available through V-TECS. The subcouncil will review standards presented. The need for credentialing or certification will be reviewed with strong consideration being given to embedding the assessment in instruction provided at the training site. The assessment will be valid and reliable.

III. Industry Support and Commitment

A. Industry Commitment for Development and Updating

1. These performance skill standards were developed by the subcouncil and standards development committee efforts. The development effort utilized the following steps:

   a. Identification of performance skills.
   b. Review of resources.
   c. Identification of standards development committee.
   d. Validation and approval of performance skills by standards development committee.
   e. Development of draft performance skill standards.
   f. Review of skill standards by standards development committee.
   g. Review and approval of the skill standards by subcouncil.
   h. Approval of the skill standards by the subcouncil.

2. Lists of Business and Administrative/Information Services Subcouncil and standards development committee members may be seen in Appendixes C and D, respectively.

B. Industry Commitment for Marketing

The Business and Administrative/Information Services Subcouncil is committed to marketing and obtaining support and endorsement from the business community impacted by these skill standards.

The subcouncil will encourage the availability of occupational skill standards to the public including learners, parents, workers, educators at all levels, employers and industry organizations.

A. Developing an Employment Plan	1. Match interests to employment area. 2. Match aptitudes to employment area. 3. Identify short-term work goals. 4. Match attitudes to job area. 5. Match personality type to job area. 6. Match physical capabilities to job area. 7. Identify career information from counseling sources. 8. Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1. Locate employment opportunities. 2. Identify job requirements. 3. Locate resources for finding employment. 4. Prepare a resume. 5. Prepare for job interview. 6. Identify conditions for employment. 7. Evaluate job opportunities. 8. Identify steps in applying for a job. 9. Write job application letter. 10. Write interview follow-up letter. 11. Complete job application form. 12. Identify attire for job interview.
C. Accepting Employment	1. Apply for social security number. 2. Complete state and federal tax forms. 3. Accept or reject employment offer. 4. Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1. Communicate orally with others. 2. Use telephone etiquette. 3. Interpret the use of body language. 4. Prepare written communication. 5. Follow written directions. 6. Ask questions about tasks.
E. Interpreting the Economics of Work	1. Identify the role of business in the economic system. 2. Describe responsibilities of employee. 3. Describe responsibilities of employer or management. 4. Investigate opportunities and options for business ownership. 5. Assess entrepreneurship skills.
F. Maintaining Professionalism	1. Participate in employment orientation. 2. Assess business image, products and/or services. 3. Identify positive behavior. 4. Identify company dress and appearance standards. 5. Participate in meetings in a positive and constructive manner. 6. Identify work-related terminology. 7. Identify how to treat people with respect.

G. Adapting to and Coping with Change	1. Identify elements of job transition. 2. Formulate transition plan. 3. Identify implementation procedures for a transition plan. 4. Evaluate the transition plan. 5. Exhibit ability to handle stress. 6. Recognize need to change or quit a job. 7. Write a letter of resignation.
H. Solving Problems and Critical Thinking	1. Identify the problem. 2. Clarify purposes and goals. 3. Identify solutions to a problem and their impact. 4. Employ reasoning skills. 5. Evaluate options. 6. Set priorities. 7. Select and implement a solution to a problem. 8. Evaluate results of implemented option. 9. Organize workloads. 10. Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1. Identify safety and health rules/procedures. 2. Demonstrate the knowledge of equipment in the workplace. 3. Identify conservation and environmental practices and policies. 4. Act during emergencies. 5. Maintain work area. 6. Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1. Identify established rules, regulations and policies. 2. Practice cost effectiveness. 3. Practice time management. 4. Assume responsibility for decisions and actions. 5. Exhibit pride. 6. Display initiative. 7. Display assertiveness. 8. Demonstrate a willingness to learn. 9. Identify the value of maintaining regular attendance. 10. Apply ethical reasoning.
K. Demonstrating Technological Literacy	1. Demonstrate basic keyboarding skills. 2. Demonstrate basic knowledge of computing. 3. Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1. Value individual diversity. 2. Respond to praise or criticism. 3. Provide constructive praise or criticism. 4. Channel and control emotional reactions. 5. Resolve conflicts. 6. Display a positive attitude. 7. Identify and react to sexual intimidation/harassment.
M. Demonstrating Teamwork	1. Identify style of leadership used in teamwork. 2. Match team member skills and group activity. 3. Work with team members. 4. Complete a team task. 5. Evaluate outcomes.

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